EMEDUS
Europe Media Education

WP3. Formal Media Education

LUXEMBOURG

1. Education System

Education is compulsory in Luxembourg between the ages of 4 and 15 at the following levels: pre-school (4 to 6), primary (6 to 12) and junior high school (12 to 15). The central government, through the Ministry of Education and Vocational Training, is directly responsible for the organization of the education system, as well as for the development and implementation of the curriculum.

2. Policies in Media Literacy

The government conducted education reform in 2009 which introduced media education as a transversal subject in the education system. This reform led to the creation in 2011 of a new curriculum called *'Plan d'Etudes de l'École Fondamentale'* which classifies media literacy as a cross-subject component, on the one hand, and media education as a priority from the early school years (the latter through language courses), on the other. The state agencies that are responsible for teacher training and regulation are the *National Programs Council* and

> **The National Program Council is the state agency that works in media education, focused on teacher training and regulation**

the *Pedagogical and Technological Innovation Research Coordination Service*. In October 2012, the creation of another public entity was proposed called the *Independent Broadcasting Authority of Luxembourg*, which will reinforce the Council in its regulatory function.

The education portal called *MySchool!* stands out. It is a platform that serves as a communication channel between students and teachers consisting of a database with activities in addition to interconnecting schools.

3. Media Literacy and National Curricula

The legislation of 6 February 2009 included for the first time Media Education as a transversal subject. The Luxembourg curriculum calls for the skills of media literacy to work in the subjects of language, mathematics, natural sciences and humanities.

> **In 2009 media education was included as a transversal subject in schools in Luxembourg**

The objectives in the primary school curriculum are introduced under the title of 'transversal competencies' as follows: 1. Select and use appropriately what the media offers 2. Develop and distribute students' own media 3. Understand and evaluate media design 4. Work recognizing and taking into account the influence of the media and 5. Identify and assess the conditions of production and distribution of the media.

Schools in Luxembourg also organize the *Semaine de la Presse* every year. They dedicate one class a day to an aspect related to the topic of the week, which helps students understand how the print media works and discover the many facets of journalism and information.

4. Tools to measure the Level of Competencies

Being a transversal subject, specific instruments of assessment have not been implemented to evaluate the media literacy of the general public. Integrated assessment is carried out taking into account the different competencies in the evaluation of each of the subjects.

5. Teacher Media Training

As for teacher training in ICT, Luxembourg has implemented different strategies since the early 2000s, especially through associations of teachers of

Luxembourg has been training teachers in ICT since 2000

audiovisuals, cinema and IT, and through the National Curriculum Council (since 2005) and the

Pedagogical and Technological Innovation Research Coordination Service. Similarly, the education portal *MySchool!* offers online training for teachers focused on the use of ICT.

The Ministry first organized in 2012 *Les Journées Médias* aimed at teachers of primary and secondary schools on the topic *Mit neuen Medien unterrichten* (*Teaching with new media*). In 2013 the second

conference will be held in autumn on *Medien verstehen & Gestalten* (*Understanding and producing with the media*).

6. ICT in School

The keys to the inclusion of ICT in schools can be summarized as follows:

- Schools train students in the proper use of computers and mobile devices as well as in the management of programs and applications in their daily work.
- Schools train students in finding information properly, using different multimedia resources and developing programming skills.
- Schools emphasize the proper use of social networks.
- It is one of the European countries that uses computers most in class.
- All schools have complimentary high-speed Internet access.
- Almost all schools have their own website.

Annex. Country Key Features

(a)	**Languages**	Luxembourgish (national language), German (administrative language), French (administrative language)
	Population	514,862 (July 2013 est.)
	Major cities	LUXEMBOURG (capital) 90,000 (2009)
	Government type	Constitutional monarchy
	GDP (Purchasing Power Parity)	$42.92 billion (2012 est.)
	GDP real growth rate	1% (2012 est.)
	GDP per capita (PPP)	$80,700 (2012 est.)
	GDP composition by sector	Agriculture: 0.4% Industry: 13.6% Services: 86% (2007 est.)
(b)	**GDP per head (PPS)**	274.0 (year 2011) (Index, EU27=100)
(c)	**Year of EU entry**	Founding member (1952)
	Currency	Member of the eurozone since 1999 (€)
	Schengen area	Member of the Schengen area since 1985
(d)	**Pupils and students (ISCED levels 1-6) (1 000)**	85,2 (year 2010)
	Pupils at ISCED level 1 (1 000)	35,2 (year 2010)
	Pupils at ISCED level 2 (1 000)	21,1 (year 2010)
	Pupils and students at ISCED level 3 (1 000)	22,7 (year 2010)
	Students at ISCED level 4 (1 000)	0,9 (year 2010)

Source: Original authorship, using data from:

(a) Central Intelligence Agency (2013). *The World Factbook 2013-14*. Washington, DC [Retrieved

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(c) European Union (2013). Member states of the EU. European Union [Retrieved from: http://europa.eu/about-eu/countries/index_en.htm]

(d) Eurostat (2013). Education and training. Pupils and students (tps00051). File: educ_ilev.xls [Retrieved from: http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/main_tables]

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